HELPING AT-RISK READERS

by:
Jocelyn G. Peralta
Teacher II, Hermosa Elementary School

Teachers usually meet struggling or at-risk readers every school year. Most likely in the last section and lower grades, at-risk readers are present and teachers have to do something in order for the pupils to improve their performance particularly in reading. For some reasons, helping at-risk readers can feel like a daunting task. With big piles of responsibilities and additional tasks, having at-risk readers is indeed a challenge. However, extending extra miles can help.

The first thing to do is to assess. Find where the confusion begins or at level does the pupil belong. Can he decode words? Can he read sentences? Can he understand what he reads? As generated from https://thisreadingmama.com, 85%-90% of learners who struggle are missing key phonemic awareness skills. By then, it is a good place to start!

Phonic skills are important. Reading, phonics and spelling are essential for pupils to attain progress. With the use of the Phil-IRI Manual plus commitment and hard work of the teacher, pupils are believed to propel forward.

Aside from knowing where to start, teachers should also build the confidence of the pupils. Most at-risk readers feel frustrated. They know that they struggle. They may also experience bullying and lose their confidence.

Point out the things they do well. It is not because they are struggling readers, they should get the blame. Nice words may boost their self-esteem. Little by little, who knows, it might build their confidence and in the long run, their performance might improve.
Extend time to practice. Guided practice also matters when it comes to improving pupils’ reading abilities. Aside from modeling the strategies, teachers should spend additional time to read with the at-risk pupils. It is the regularity of the remedial reading that matters most.

Apart from conducting remedial reading, since we are referring to regularity, pupils by then should attend schooling regularly. Parents’ attention must be tapped for those pupils who are usually absent. Home visitations must be done.

Lastly, improving teaching practice may help. By making our instruction multi-sensory, we may involve our pupils deeper. Remember the multiple intelligences? Pupils excel in different areas. By then, the teacher has to explore her pupils’ hidden talent and skills.

With a positive mindset, the advantages are at hand in the closing stages. Since DepEd-Bataan strictly implements Every Child A Reader Program (ECARP), both the school head and the teachers should work hand in hand for the welfare of the pupils.

References: